Ed Mantich

ADP 647

Orientation and Assessment

Field Exp. #2 Developing your Knowledge Base

**Guidelines**

Throughout the course of this semester, you will learn more about each leadership standard that serves as a foundation to our program. In addition to the course documents, readings, etc. provided, how might you develop your personal knowledge base as it relates to each leadership standard.

1. Identify 3 additional sources. These can be articles, websites, wikis, podcasts, videos, or other sources

(combination of these) related to each leadership standard. Review and reflect upon the source as

part of your field experience.

2. Add these resources to your PLN (see Field Experience Activity #3)

**Standard #1**

*Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.*

1.1 Develop a Vision

1.2 Articulate a Vision

1.3 Implement a Vision

1.4 Steward a Vision

1.5 Promote Community Involvement in the Vision

1. **Title:** Shared Vision, Team Learning and Professional Learning Communities

**Author:** Thompson, Sue C.; McKelvy, Earline

**Source:** National Middle School Association, Middle Ground, v10 n3 p12-14 Feb 2007. 3pp

**Overview:** This article summarizes the five disciplines which are vital for learning organizations; systems

thinking, personal mastery, mental models, building shared vision, and team learning. These

disciplines are essential to creating an environment that promotes collaborative learning. An

effective professional learning community can only emerge in a school culture of trust, risk

taking, and support. The confident principal understands the power of developing teacher

and student leaders so that this empowerment translates to a successful school for everyone.

**Key Take away:**  The key points brought out in this article are the five disciplines that are vital to

learning. They are systems thinking, personal mastery, mental models, building shared

vision and team learning. The author felt that a systems thinking is the most important

because it incorporates the other four. Based on the question “what do you want your

school to look like in five years”, they developed a shared vision. All stakeholders need

to rally around this common vision. The faculty identified area of weakness in their

own professional development and worked to strengthened those in order to

implement this vision I the classrooms.

2. **Title:** Superintendent Practices and ISLLC Standard 1

**Author:** Decman, John M., Badgett,Kevin W., Randell, Angela M., Parmer, Rhonda,

Sanchez, Jessica Trice, Coryat, Dawn

**Source:** AASA Journal of Scholarship and Practice, v7 n3 p13-36 Fall 2010 21pp

Overview: Sixteen superintendents from the Southern Gulf Coast were interviewed regarding their

perceptions of the connections of ISLLC Standard 1 and practice. The superintendents

discussed the importance of vision, data driven decision making, communication, purposeful

change, maintenance of positive relationships, collaboration, systems management,

instructional leadership, balance, politics of leadership, and the importance of understanding

the political undercurrents of a superintendents leadership.

**Key Take Away:** The key take away from this article was that effective leaders initiate change through

building and implementing shared vision. It is very important to involve stakeholders in

the decision making process and to do this through shared knowledge and systemically

delivered the knowledge to ensure a constant message.

3. **Title:** Leadership Style and Organizational learning: The Mediate Effect of School Vision

**Author:** Kurland, Hanna; Peretz, Hilla; Hertz-Lazarowitz, Rachel

**Source:** Journal of Educational Administration, v48 n1 p7-30 2010 24pp

Overview: The success of schools depends on first rate school leadership, on leaders reinforcing the

teachers’ willingness to adhere to the school’s vision, creating s sense of purpose, binding

them together and encouraging them to engage in continuous learning. Leadership vision

and organizational learning are considered to be the key to school improvement. The study in

this article was aimed at the influence of principal’s leadership style on school organizational

learning, using school vision as a mediator.

**Key Take Away:** The study determined that school vision was a significant predictor of school

organizational learning. The bottom line is that school vision, as shaped by the principal

and the staff, is a powerful motivator of the process of organizational learning.

**Standard #2:**

*Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive* *professional growth plans.*

2.1 Promote Positive School Culture

2.2 Provide Effective Instructional Program

2.3 Apply Best Practice to Student Learning

2.4 Design Comprehensive Professional Growth Plans

1. **Title:** Creating a Knowledge Base for Teaching

**Author:** Willis, Scott

**Source:** Educational Leadership; Mar 2002, Vol 59 Issue 6,p6, 6p

**Overview:** In this article the author interviews James Stigler, a professor of Psychology at UCLA, about

his ideas for improving professional development for educators in the United States. During

this interview, Stigler and Willis describe present professional development practices, discuss

challenges associated with professional development practices and discuss changes in the

concept of professional development. Also they discuss the advantages of using a video

component in teaching, as well as ways to improve the quality of teaching in the United

States.

**Key Take Away**: Stigler feels that professional development is generic because the people who design

them do so as a cookie cutter type experience, one for all. He has discovered that the

experiences are not research based and when data is collected, they found professional

development really does not help teachers and students learn more. Stigler feels

that professional development should be site based, long term and targeted and directly

related to the teachers’ practice. It should be something that is part of the teachers

work week and not something that is tacked on. Stigler feels that a better form of

professional development for teachers would be lesson study. This would give

educators the knowledge base necessary to work collaboratively and provide a long

term , ongoing programs. In response to his ideals comes his vision of Lesson Lab.

Lesson Lab is a video library of teacher submitted exemplary lesson to be shared with

other educators. This will allow teachers another opportunity to observe classrooms,

analyze them and discuss them and do the actual work that will improve teaching.

Although Lesson Lab was closed on July 31, 2009, the concept of video lesson study as

Ongoing professional development is still viable and can be used at the school and

Departmental levels.

2. **Title:** Craft Knowledge: The Road to Transforming Schools

**Author:** Burney**, Donna**

**Source:** Phi Delta Kappan, v85 n7 March2004, p526-531, 5p

**Overview:** In this article, the author discusses the need for teacher collaboration and for them to share

their craft knowledge if the teaching profession is to advance. The road between research

and practices need to be a two way street. Presently, research and practice are separate and

distinct communities with processing of research informs practice.

**Key Take Away:** Craft Knowledge is a mixture of expertise, theories, propositions and tacit knowledge

applied in the daily conduct of their practice. What is unfortunate that all teachers

possess this knowledge but confine it to isolated classrooms. We, as educational

leaders, need to cultivate and disseminate this craft knowledge through professional

learning communities. If educational leaders are going to create this type of

environment, we will need to address capacity, communication and accountability.

Capacity is the system’s ability to improve practice and performance over time. Here the

administration needs to tap their greatest resource, their own motivated practitioner.

Communication is the second factor needed to transform schools. People are used to

being isolated and may be reluctant to display their instruction or even talk about it.

This will require the faculty to take risks, experiment, make mistakes and analyze them.

For this to take place, an environment of trust needs to be developed. Accountability,

the third factor, goes hand in hand with standards of practice. True accountability is

based on the understanding of what constitutes good practice and a commitment to

determining why performance falls short and rectifying it when it does. Here they can

determine what works and what doesn’t and why. As school leaders, we must be very clear

about our expectations for every person in every job. We must specify what constitutes

acceptable job performance and hold faculty accountable for meeting those expectations.

**3. Title:** Positive School Cultures: The Importance of Visible Leaders

**Author:** Fiore, Douglas

**Source:** Contemporary Education; 2000, Vol 71 Issue 2, p11, 3p

**Overview:** Emphasizes the importance of visible leaders in promoting positive school cultures. This

article questions and criticizes the effectiveness of the educational system and the motives

for those who operate them. It also calls for the need for schools to operate as learning

communities.

**Key Take Away:** School principals need to demonstrate an understanding of the tremendous influence

they have on creating and sustaining a positive school environment. One way to

principals can do this is to be visible. Studies in this article have shown that principals

with more positive culture placed high value on being visible to stakeholders

throughout the day. Despite their demand on time, these principals saw their visibility

as a top priority. On the other hand, principals with negative cultures placed a high

value on paperwork. They valued visibility but only after the paperwork was

completed. Principals need to be visible during student arrival, lunch time, dismissal

time, and various times throughout the day. These are the times that set the tone for

the students and also can prevent discipline problems.

**Standard #3**

*Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, effective learning environment.*

3.1 Manage the Organization

3.2 Manage Operations

3.3 Manage Resources

1. **Title:** Managing to Lead: Reframing School Leadership and Management

**Author: Spillane, James P.**

**Source: Phi Delta Kappan, v91 n3 p70-73 Nov 2009. 4pp**

**Overview:** By concentrating on the formal school organization, researcher can miss the informal

relationships that are fundamental to leadership. The article provides a framework for

examining school leadership and management that considers the interactions of leaders,

followers and aspects of the context. The framework involves two core aspects: principal

plus and practice. Principal plus aspect acknowledges that multiple people are involved in

leading and managing schools. The practice aspect prioritizes the practice of leading and

managing and frames this practice as emerging from interactions among school leaders and

followers, mediated by the solution in which the work occurs.

**Key Take Away: The framework involves two core aspects: principal plus and practice. Principal plus**

**aspect acknowledges that multiple people are involve leading and managing schools.**

**The practice aspect prioritizes the practice of leading and managing and frames this**

**practice as emerging from interactions among school leaders and followers, mediated**

**by the solution in which the work occurs The principal plus aspect is rethinking the**

**who has and who takes responsibility. The work of leading and managing involves**

**others in addition to the principal, They include assistant principals, curriculum**

**specialists, mentor teachers and department chairs. When focusing on the principal’s**

**work, it is determined that others play a central role in taking responsibility for**

**activities themselves or co-performing the activity with the principal. This bring out**

**the ideas of shared leadership. The practice aspect deals with the organizational**

**routines. A principal or teacher leader acts and the other staff members react. These**

**ongoing interactions shape the practice of leading and managing. In considering these**

**interactions, one must consider the organizational routines. Thus include lesson**

**student, learning walks, shared lesson planning, and the collaborative examination of**

**student work. These routines are an integral part of school life and figure prominently**

**in school leader efforts to reform instruction. We , as educational leader, must pay**

**attention to these routines because they may be the same in design but bring**

**different results in practice. Also, these practices become so routine that we never**

**stop to ponder the purpose these routines are intending to serve and their theories for**

**action.**

**2. Title:** Managing “Challenging” Teachers

**Author: Yariv, Eliezer, Colemen Marianne**

**Source:** International Journal of educational Management; 2005 Vol 19 Issue 4,p330-346, 17p

**Overview:** The purpose of this paper was to investigate the way in which elementary school principals

deal with teachers who are challenging in their behavior and those who are perceived as

underperforming. This is an important and under-researched area of management.

**Key Take Away: Principals need to be better equipped with knowledge, managerial skills and sources**

**of assistance to solve personnel difficulties. The findings of the author felt that**

**principals prefer supportive measures or making changes to the organization rather**

**than confronting the teachers. Some would ignore the difficulties but in the end they**

**would discuss the situation with the teacher and that sometimes involved criticism. In**

**half the cases the teachers left at the end of the year.**

**3.** **Title:** The New Principal: Managing Human Resources

**Author:** McDonald, Jane A.

**Source:** Journal of Cases in Educational Leadership, v9 n4 p1-10 2006. 10pp.

**Overview:** The article focuses on some of the considerations and activities involved in human resource

management. The principal, who was the assistant principal in a neighboring district last

year, is faced with a number of questions and unfamiliar procedures that accompany the new

work context. By identifying and addressing the challenges faced by this novice principal,

aspiring leaders can model her skills in prioritizing, communicating, and strategically

implementing human resource responsibilities in a school setting.

**Key Take Away:** The ideas that come out to be important was that this new principal was organized.

She came in a day early and started to note on her PDA all the items, personnel and

otherwise, that needed to be completed. Once she generated this list, they require

prioritizing by immediate tasks (Monday and remainder of week), Short-term tasks

(competed before the first day of school), Mid-term tasks (complete during this year

and next) and long-term task ( complete in 3-5 years). This scenario pointed out the

comprehensiveness of human resource responsibilities of a new principal. These include

recruitment, selection, and induction of personnel. Also involved are staff development

and forecasting future human resource needs. Other ideas as pertaining to personnel

are the need for clear and timely communications and the need for principal to

anticipate, organize, prioritize and initiate action when leading and managing

instructional and support staff in school.

**Standard #4**

*Candidates who complete the program are educational leaders who have knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to the diverse community interests and needs, and mobilizing community resources.*

4.1 Collaborate with Family and other Community Members

4.2 Respond to Community Interests and Needs

4.3 Mobilize Community Resources

1. Title: Family-School Partnerships: An Essential Component of Student Achievement

Authors: Christianson, Sandra; Palan, Rosalie; Scullin, Sarah

Source: Principal Leadership: Middle Level Edition; May 2009, Vol.9, p10-16 p5

Overview: The article discusses various issues regarding the establishment of family-school partnership

as well as notes its importance on students’ individual achievements. It notes the obstacles in

promoting this educational partnership which include communication issues, cultural

differences and other forms of barriers. It also provides suggestions for school administrator

to promote this home –school cooperation.

Key Take Away:

Family and school partnerships are essential to the health of the overall school community and success of the overall student. To give the students the best education possible, in is imperative that schools and parents partner together. Unfortunately, these partnerships are not always easy. There are obstacles to overcome before a principal can build a school-level infrastructure for partnerships and develop these

effective partnerships with families.

These obstacles include:

1. Communication issues where information needs to be shared by both the schools and the families. It

is important to also give parents options on how to be involved.

2. Because of cultural differences, misunderstandings between parent and school personnel may arise.

Clear communication will prevent these misunderstandings and is the responsibility of both parties to

collaborate and support the student’s education and clarify any differences in expectations.

3. Other Barriers that can prevent real partnerships from forming from the parents’ perspective are

financial resources, negative experiences with schooling, linguistic and cultural differences and the

perception that the school will not respond to their needs. Teachers may lack resources for family

outreach, hold stereotypes about families and cultures, focus on problems instead of solutions, and

fear of conflict. Other barriers are limited time, poor communication strategies and blame.

The article gave suggestions for administrators on handling these issues. The authors feel that effective principals take partnering with families seriously. Principals must explicitly solicit family involvement and encourage all teachers to invite parents to collaborate. They respect the family differences and ask for input instead of just distributing information. Administrators must be willing to listen and incorporate parental ideas into school planning. Conflict must be handled constructively. Principals must be respectful, non-judgmental, and focus on the shared desire to resolve the issue with the best interest of the student in mind. How one handles conflict will shape the parents’ attitudes about the value of these partnerships. Principals need to make these partnerships a school-wide priority and provide staff development to provide an environment that is family friendly. Lack of administrator and teacher training for partnering parents may be the biggest obstacle. The most effective way to overcome this barrier is to:

1. provide staff training on home-school communication by developing a home-school communication

process.

2. develop solution-oriented communication strategies.

3. develop shared decision asking responsibilities.

4. develop shared problem solving responsibilities.

5. develop constructive attitudes toward diversity, thinking the best of families and respecting different

perspectives.

The bottom line is that if administrators focus on building a trusting relationship with families, respect their concerns and constraints, and share power and responsibility for student achievement, students will be far more likely to succeed and enjoy school more.

2. **Title:** Boundary Dynamics: Implications for Building Parent – School Partnerships

**Author:** Price-Mitchell, Marilyn

**Source:** School Community Journal, v19 n2 p9-26 2009. 18pp

**Overview:** This article draws on systems theory, complexity theory and the organizational sciences to

engage boundary dynamics in the creation of parent –school partnerships. These

partnerships help students succeed through the process of dialogue and relationship building.

This review suggests reframing parent-school partnerships in schools as learning communities

that generate new knowledge and innovation as the experiences and competencies of

teachers and parents interact to make tactic knowledge explicit. Knowledge society concepts

including social capital, actionable knowledge, networked innovation, and communities of

practice are applied to parent-school partnerships. The article also explores the limitations of

existing theoretical models and seeks to expand understanding through the introduction of

boundary dynamics and systems thinking.

**Key Take Away:**  The most widely used theoretical model for studying parent – school involvement is

Epstein’s classification of six types of parental involvement. They are parenting,

communicating, volunteering, learning at home, decision making, and collaborating

with the community. Epstein’s framework is built on social networking theory,

emphasized a set of overlapping spheres of influence in which parents, teachers, and

community members have the potential to influence student learning and

development. The model identifies explicit ways in which families can help children

learn and develop. Leaders in the field of family involvement feel that relationships

between parents and school cannot be constructed from the top down, but must

involve a bottom-up component of grassroots leadership.

3. **Title:** Welcoming Schools: Small Changes that Can Make a Big Difference

**Authors**: Padak, Nancy ; Rasinski, Timothy V.

**Source:** Reading Teacher, v64 n4 p294-297 Dec 2010. 4pp

**Overview:** In this article, the authors offer small changes in parent – school relationships that can make

a big difference in family involvement in schools. The ideas presented in this article are

neither time consuming nor complex. Some may be implemented by a teacher and other may

be more suitable for committees or even entire school faculties. Each idea can make a big

difference in how welcome parents feel when the visit the school or when they talk with

school personnel. The feeling of being welcome can set the stage for authentic family and

school partnerships.

**Key Take Away: Padak and Rasinski (2003) determined that when families feel welcome in schools and participate actively in their child’s education, children’s attendance , interest and motivation, general achievement, and reading achievement improve. Some of the ideas for making parents feel welcome at school are:**

* **Provide fact cards for parents with the schools name, address and phone number, as well as names and contact information for the principal, school secretary, school nurse, and PTA president. Make it a refrigerator magnet to be displayed prominently and used regularly.**
* **Create classroom and school calenders to send home and post online.**
* **Develop a school handbook. Solicit parent help in determining it’s contents by doing a survey. Invite parents to help compose the handbook and send the final version home with students and to post online.**
* **Hang parent friendly signs that direct parents to the main office.**
* **Greet visitors as soon as possible. Parent volunteers could help with this.**
* **Display student work all over the building and make sure all of the syudents are represented. Change the display at least monthly.**
* **Set up a parent area at the school and stock it with brochures and parent resources, include educational-related games that cam be checked out or kept.**
* **Create a “parent corner” on the school website that provide tips and ideas for parents to help their children in reading and recommends books that parents and children can read together.**

**Communication is the foundation of any solid relationship. Families and school personnel need to communicate effectively. To foster regular to way communication schools can:**

* **Use different forms of communication (print, website, emails, blogs,) to inform families about upcoming events and changes in school policies.**
* **Promote informal activities at which parents, staff, amd community members can attend.**
* **Learn about parent’s special skills and invite interested parents to share their expertise at school.**
* **Suggest parent –child activities that are coordinated with the schoolscurriculum.**

**Standard #5**

*Candidates who complete the program are educational leaders who have knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.*

5.1 Acts with Integrity

5.2 Acts Fairly

5.3 Acts Ethically

1. **Title:** An Examination of Professional Goal Plans and Leadership Ethics

**Author:** Flumerfelt, Shannon; Ingram, Ilene L.; Smith, Julia; Brockberg, Kevin H.

Source: AASA Journal of Scholarship and Practice, v6 n2 p10-20 Summer 2009. 11p

**Overview:** This article examines leadership program graduates’ self-assessments as they specifically

relate to the knowledge, performance, and disposition indicators of the ISCCL Standard 5.

They are divided and studied in two program groups, Non-practicing (emerging) and

practicing school administrators.

**Key Take Away:** The results of the study support the notion that one cannot practice what is not known

or valued. Theory and practice of ethical leadership are more fully developed for

practicing administrators than for emerging administrator graduates. Emerging

administrator graduates are disadvantaged on the learning outcomes of ISSLC Standard

5, known as the “Ethics Standard”. The article goes on to say that the missing element

in the preparation of future and practicing administrators has been the fostering of

diversity awareness and appreciation.

2. **Title:** Pennsylvania’s Code of Professional Practice and Conduct for Educators

**Author:** The Commonwealth of Pennsylvania

**Source:** www.pacode.com/secure/data/022/chapter235/chapter235toc.htm;

Provisions of this Chapter235 adopted June 26, 1992, effective November1,1992, 22 Pa.B.3176

**Overview:** The Pennsylvania Code of Professional Practice and Conduct for Educations defines the

interactions between individual educators and students, the employing agencies and other

professionals. This Code is required by statute and violation of specified sections of the Code

may constitute a basis for public or private reprimand. This Code makes it clear and explicit

the values of the educational profession. When educators become educators in the

Commonwealth of Pennsylvania, they make a moral commitment to uphold these values.

**Key Take Away:** Professional educators need to recognize their obligation to provide services and to

conduct themselves in a manner which places the highest esteem on human rights and

dignity. The professional practices are behaviors and attitudes that are bases on a set of

values that the professional education community believes and accepts. Every educator

should know these defines practices, rules of conduct, legal obligations and rules

pertaining to certification. The act goes on to define ethical conduct in regards to civil

rights, improper financial gain, relationships with students, and professional

relationships.

3. **Title:** Ethical Decision Making by Educational Leaders: Its Historical Context and Useful Frameworks

**Author:** Robbins, Steven

**Source:** International Schools Journal; Nov 2007, Vol 27 Issue 1, p27-34, 8p

**Overview:** The article discusses the subject of ethical decision making by educational leaders. It

mentions several approaches to ethical decision making such as logical, reasoned approach

to morality that looks at moral obligations or duty. A framework for moral educational

leadership has been suggested by R.J. Starratt that includes the five ethical domains of

responsibility.

**Key Take Away:** In this article, Robbins lists Starrett’s framework for moral leadership. The five ethical

domains for leadership are:

1. The responsibility as a human being: seeing good and bad in people, showing

compassion and forgiveness, recognizing one’s own fallibilities.

2. The responsibility as a citizen: seeking common good before yourself or any one

person. Educators have ethical obligations to respect the rights of fellow citizens. An

educational leader represents the state and the ideals for which it stands.

3. The responsibility as an educator: know the curriculum, differentiate, make it

available to all, make sure it is happening in every classroom.

4. The responsibility as an educational administrator: organizational structures are not

ethically neutral ( one textbook for all students, or teacher evaluation). When these

structures discriminate against some or most of the students the educational

administrator could be accused of ethical laziness.

5. The responsibility as an educational leader: the first four ethical domains call for a

kind of contract to be effective, a give and take or transformational arrangement.

This ethical domain is transformational in nature, reaching for higher goals or

something heroic. It is proactive and not reactive.

Note that the latter domain includes the responsibilities of the former domain. By

placing these ethical domains as responsibilities causes these to become duties and

each subsequent description has a greater ethical duty than the former.

**Standard #6**

*Candidates who complete the program are educational leaders who have knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political and social, economic, legal, and cultural context.*

6.1 Understands the Larger Context

6.2 Responds to the Larger Context

6.3 Influences the Larger Context

1. Title: Pennsylvania School Law Handbook. A Handbook of Information on Pennsylvania Law and Legal

Opinions Relating to Education.

Author: Gaffney, Matthew W.

Publisher: Pennsylvania School Boards Association, 412 North Second Street, Harrisburg, Pennsylvania

17101

This book is a general guide to Pennsylvania school law designed for use by school board members, school administrators, school attorneys, and interested laymen. It is organized in 17 chapters that focus in turn on different areas of school law, including school board members and school district officers, superintendents, teachers, pupils, intermediate units and area vocational technical schools, assessment and collection of school taxes, school buildings and facilities, insurance, school curricula, state aid, federal aid, transportation, local school finances, nonteaching school employees, and the Pennsylvania Public Employee Relations Act. Within each chapter, information is presented in simple question-answer format, and each answer cites the appropriate section of Pennsylvania state law that applies.

Key take away: The Pennsylvania School Law Handbook provides valuable information for my future

role as a school leader and supervisor It is extremely important that we have a basic

understanding of the law to ensure that we do not violate the rights of anyone. The

School Law Handbook can provide some guidance to deal with some faculty issues. This

is good reference book for any school administrator. No one can be expected to

remember every statue and law so regularly checking this guide can be very beneficial

2. Title: From Outrageous to Inspired: How to Build a Community of Leaders in Our Schools

Author: Hagstrom, David

Publisher: Jossey-Bass; 1 edition (April 12, 2004)

ISBN-10: 0787970662

ISBN-13: 978-0787970666

*From Outrageous to Inspired:* *How to Build a Community of Leaders in Our Schools* shows how all the people associated with any school—teachers, principals, parents, children, neighbors, and other community members—can take up leadership together to create a vibrant learning community. David Hagstrom promotes new ways of thinking about parental participation, neighborhood involvement, and teacher leadership in schools. In From Outrageous to Inspired he offers a guidebook for school leaders who are engaged in a journey of school improvement and community building. The book is filled with stories and reflections from Hagstrom’s transformative experience as the principal of Denali Elementary School in Fairbanks, Alaska. As principal of the school he asked the question “What do you want for your children, here at Denali?” These extraordinary stories offer a framework for creatively bringing about change from within an organization and for dealing with the larger issues of school change and reform.

Key Take Away: Hagstrom begins meeting with small group of concerned parents and teachers to

formulate an answer to his question. Over time, the group develops a bond where they

asked questions and developed answer together, becoming increasingly free to express

themselves, free to take risks, free to fail. Eventually he involves the entire school-

community in a process that changes the climate and academic culture of the school.

Later in the school year, Hagstrom creates a Talking Circle where faculty can safely voice

their concerns and joys. The talking circle begins to change the way the school operates

and represents an ongoing dialogue with representatives of the school-community.

Hagstrom demonstrates that a leader needs to be open to the comments of all

School and community members whether positive or not. By being open to comment

and creating an environment of trust, a leader has the ability to positively improve the

school.

3. **Title:** Disrupting Injustice: Principals Narrate The Strategies They Used to Improve Their Schools and Advance Social Justice

**Author: Theoharis,George**

**Source:** Teachers College Record; Jan 2010, Vol.112 Issue 1,p 331-373, 43p

**Overview:** This article represents an analysis of how principals committed to equity and justice understood and explained what they saw as the impact on their schools of the changes that they made. A reoccurring theme from these schools and from literature on school change is that exemplary leadership helps create the necessity for change and helps make these realities of change possible. Leaders of these schools focus their leadership on equity and justice. This article provides examples of these accomplishments in practice.

**Key Take Away:** One of key learnings that came from this article are the strategies they used to disrupt

the four injustices they found in schools.

Injustice 1: School structures that marginalize, segregate, and impede achievement

Strategies to disrupt: Eliminate pullout/segregated programs

Increase rigor and access to opportunities

Increase student learning time

Increase accountability systems on the achievement of all students

Injustice 2: Deprofessionalized teaching staff

Strategies to disrupt: Address race issues

Provide ongoing staff development focused on building equity

Hire and supervise for justice

Empower staff

Injustice 3: A disconnect with the community, low-income families and families of color

Strategies to disrupt: Create a warm and welcome environment

Reach out intentionally to the community and marginalized families

Incorporate social responsibility into the school curriculum

Injustice 4: Disparate and low income achievement

Strategies to disrupt: Confluence of all efforts and strategies